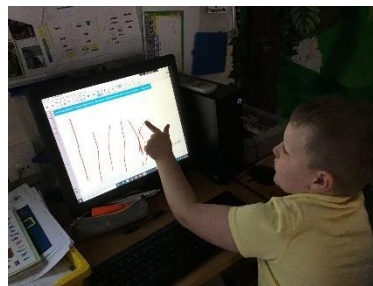
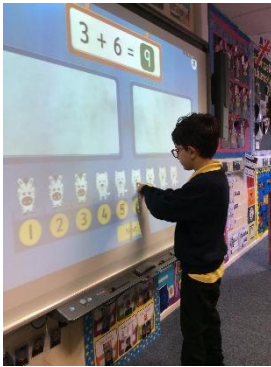




Computing Subject Position Statement *October 2022*

The Computing curriculum intent is for children to leave Lisburne with the skills and confidence to navigate an ever changing technological world.



Curriculum

The teaching of computing in classes following the formal curriculum is currently split into the following areas, Digital Literacy, Information technology, Computer science and E-Safety. Computing is now assessed through the use of Classroom Monitor. This tool will be updated regularly throughout the year. The Computing HUB will monitor pupils progress and look at areas for development across the school. For classes following the non-formal curriculum, Computing targets are met through the use of the 'Cherry Garden' assessment tool. Whilst this curriculum doesn't have specific Computing targets, these are still met through objectives in the 'Understanding the World' which meet some areas of Computing.

This year, we want to highlight the importance of Computing and technology for our pupils in the future. As well as providing a weekly Computing slot to all classes, we have now linked technology with writing in English and provided each class with an additional budget to buy relevant resources. This will continue to raise the profile of Computing across the school after the success of last year's focus of technology in Maths.

Alongside the subject areas being taught, Computing is also taught discretely throughout the school via cross-curricular links. Every class has an Interactive Whiteboard and a bank of iPads to be accessed as appropriate. All classes have access to devices such as BeeBots, cause and effect resources and switch toys.

Planning

All classes produce medium term planning for Computing, evidencing breadth of coverage and an e-safety focus.

On all planning, teachers are expected to record how the learning has been personalised for individual children. Planning will clearly identify children's working levels, with identified differentiation and challenging targets to show progression. Planning also demonstrates cross-curricular links. Typically, a target will be worked on for a minimum of 3 weeks to ensure these are embedded and can be generalised.

Each formal curriculum class is allocated one session to the teaching of computing each week, whether that be in the computer suite or accessing resources in the classroom or wider school setting. These slots are identified on the class timetables. Additionally this year, due to the school focus of 'Technology and Writing', teachers are now having a technology focus in one of their writing sessions each cycle.

Subject Knowledge

The Computing HUB is planning a training session for each class team across the year. Training sessions will be held during team meetings with a focus on the children's progress and skills. Alan Cliff will assist each team with any queries.

The Computing and English Hub are working alongside each other to provide training across the year with ideas into how to teach technology cross-circularly with writing. These training sessions have already begun with teachers and are being provided over the next term to all staff. These will take place during team meetings and fed back to all staff during Tuesday team meetings..

We are always looking for opportunities to enhance our in-house program of training, using experienced teachers to further up-skill our staff. Some informal discussions with staff has identified a range of experience within school to support training and the use of computing. We are encouraging teachers to visit other class Computing sessions across the year to develop their CPD.

Assessment and Target Setting

Computing has now been assessed for one academic year using the Classroom Monitor tool. Teachers will have received their classes with a baseline from their previous teacher. Using last year's data, we have an idea for the average progression a child should make so that teachers have a challenging target for their children.

The class teacher reviews pupil assessments and records them on a whole school assessment grid at two points throughout the school year. The assessment grid is colour coded to identify children who are making less or greater than expected progress.

Each class records Computing in a method appropriate to their children, EYFS and PMLD classes use Tapestry as a recording tool. The EYFS uses the Early Years Profile and their own bespoke assessment tool to assess Computing at that level Children working in formal curriculum classes have Computing books to evidence their classes progress and highlight when an objective has been achieved. .

Monitoring

The Computing HUB meets to monitor access to provision and discuss new equipment and the allocation of the budget. Learning walks are carried out by the computing HUB throughout the year. A planning scrutiny takes place once a term.

This year, there is a close link with the English HUB due to the whole school focus.

Resources

Every class has access to:

- Interactive Whiteboard
- Bank of iPads with differentiated apps
- At least one set of wireless headphones
- Sound buttons
- A light table
- Access to the computer suite (main site)
- Access to the interactive table/EYFS have their own interactive table/Overdale have one on order
- A class computer / Laptop
- Cameras
- Class mobile phones

Individuals in class have:

- ACC devices to support communication where appropriate
- iPads for Pupil Premium children as appropriate

Whole school resources:

- 3 interactive tables
- 12 PC's with touch screen
- BeeBots and mats
- Access to a range of touch toys
- Access to a range of cause and effect toys
- Easi Speak Microphones

- Talking timelines
- Big Mack sound buttons
- Sensory light displays / Lightroom
- Adapted keyboards
- Joystick controllers

Key issues for improvement

1. To develop writing skills in English through curriculum links with technology.
2. 80% of children will achieve a 0.6 or more increase on their Computing assessment.
3. To provide all staff with training to assist with the teaching and learning of the Computing curriculum.

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Subject lead

October 2022